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Review of ICT Programme Weighting Factors

Summary

This report is a review of the programme weightings for funding information and communications technology (ICT) provision. The review examines the current range of ICT provision delivered across the education sector including further education (FE), adult and community learning (ACL), school sixth forms and work-based learning (WBL). The approach adopted for this review was a mix of data collection from providers, comparison to benchmark information and the use of experts to help in the analysis and interpretation of outcomes.

The review recommends that the current programme weighting factors (PWF) for ICT courses do not seem to be appropriate for all FE, ACL and schools provision. The cost data collected indicated that there are differences in cost at different levels of qualification, and when user and practitioner qualifications are compared. A revision of PWF should therefore be considered.

For WBL frameworks the results show that there are cost differentials between the types and levels of frameworks within ICT. When compared to retail, ICT assessor salaries are higher and this makes the framework more costly at the Apprentice level. However, the work on WBL is part of a wider study of 11 WBL areas, which is due to report in full in 2006; therefore the differentials identified are only interim findings and decisions on the PWF need to be considered when work on all 11 areas has been completed.

February 2006

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Executive Summary

In August 2005, the Learning and Skills Council (LSC) identified a need to review the programme weightings for funding information and communications technology (ICT) provision. Tribal Education was appointed to undertake the review and this report is the outcome.

The aim of the review was to examine, in detail, the current range of ICT provision delivered across the education sector including further education (FE), adult and community learning (ACL), school sixth forms and work-based learning (WBL). A combination of up to 25 FE, ACL, school sixth forms and WBL providers were to be accessed. The review has evaluated the appropriateness of the programme weighting allocated to the provision and makes recommendations for any revision of the weightings. The recommendations are based upon evidenced delivery costs incurred by the specialist nature of the programme.

The approach adopted for this review was a mix of data collection from providers, comparison to benchmark information and the use of 'experts' to help in the analysis and interpretation of outcomes.

The methodology was developed to include the following key activities:

- consultation with an expert group
- benchmarking analysis
- costing of a basket of qualifications in FE, ACL and schools
- gathering data on activities and costs in WBL; and
- reporting.

Benchmarking analysis

Baseline comparative data for the purpose of this project was extracted from Tribal Education's benchmarking FE databank. This data was then used to provide a comparison between Area of Learning (AoL) 6: Information and Communication Technology (ICT) programme weighting factor (PWF) 1.12) and AoL 12: Humanities. The results for this analysis include teaching-related costs together with central costs information and technology (IT) support, software and consumables, and staff training and development). These results cover FE provision only.

The benchmarking analysis of 60 FE colleges demonstrates that the overall costs for AoL 6: ICT are similar to that of AoL 12: Humanities which attracts a current PWF of 1.00. However, anecdotal evidence suggests that this masks issues around the cost of delivery of different levels and types of ICT courses.

Further education, adult and community learning and schools qualifications

The approach adopted for the FE, ACL and schools sectors was to undertake a costing exercise with selected providers of popular ICT courses. The costing exercise provided quantitative evidence of the actual direct expenditure incurred to deliver ICT provision compared to that of qualifications with a PWF of 1.00. A total of 16

providers participated and provided details of the direct costs for over 80 qualifications.

Within FE, ACL and schools it was decided to categorise the qualifications to provide a framework for potential changes to the PWFs. The expert group, in consultation with the LSC, determined that a split between user and practitioner qualifications (a recognised delineation in existing and future arrangements) and by level was the most practical way to consider a possible differentiation of PWFs. It was also believed that this categorisation would also best demonstrate significant cost variances.

The results of the detailed work with FE, ACL and schools providers shows that across the levels and types of provision there is a wide variety of cost differentials. These are due to the resource needs of the different ICT courses. These differentials are not currently reflected in a single PWF of 1.12.

The differentials are summarised in Table 1.

Table 1: Summary of qualification cost differentials and programme weighting factors

		Differential cost per taught guided learning hour compared to PWF 1.00 courses	**Programme weighting**
User	Level 1	£2.62	1.0706
	Level 2	£2.95	1.0795
	Level 3	£7.34	1.1977
Practitioner	Level 1	£8.89	1.2394
	Level 2	£22.49	1.6057
	Level 3	£22.30	1.6006

Work-based learning

Frameworks with the WBL setting currently attract weightings which are different from those for FE, ACL and schools. This is because the delivery of WBL frameworks is very different from most provision in the FE, ACL and schools setting. As a result, a different approach has been taken with WBL providers.

A longitudinal study (Wallace, 2006) has been under way for a number of years in the WBL sector looking at the costs and activities that constitute a framework. The approach adopted has been based on an activity costs model that uses data from activity and costs studies to determine the necessary expenditure for good practice framework delivery. The same approach has been used for this study to identify the differential costs for frameworks at Levels 2 and 3 and for user and practitioner frameworks.

For WBL frameworks the results show that there are cost differentials between the types and levels of frameworks within ICT.

When compared to retail, ICT assessor salaries are higher and this makes the framework more costly at the Apprentice level. This is despite the fact that more time is devoted to the retail learner at the Advanced Apprenticeship level.

The current differentials are shown in Table 2.

Table 2: Summary of work-based learning cost differentials

	Differential to retail (PWF 1.20)	Differential to a 1.00 PWF
Apprentice level ICT user	1.01	1.21
Apprentice level ICT practitioner	1.27	1.52
Advanced Apprenticeship ICT user	1.04	1.25
Advanced Apprenticeship ICT practitioner	1.22	1.46

The work on WBL is part of a wider study of 11 WBL areas, which is due to report in full in 2006; therefore, the differentials identified above are only interim findings. A final view on appropriate differentials can only be considered when all 11 areas have been reviewed and compared.

Recommendations

The current PWF for ICT courses do not seem to be appropriate for all FE, ACL and schools provision. The cost data collected indicated that there are differences in cost at different levels of qualification, and when user and practitioner qualifications are compared. These differences are derived from a variety of differentials:

- equipment costs and consumables
- staff salaries
- staffing mix.

In the light of the findings of this study, a revision of PWF should be considered. The differentials identified in this study would appear to relate to the delivery of the various qualifications and thus are valid programme weighting factors. On this basis the findings indicate the following differences.

- Levels 1 and 2 user qualifications: the differentials lead to PWFs close to 1.07 and 1.08 respectively.
- Level 3 user qualifications: the differentials lead to PWF close to 1.20.
- Level 1 practitioner qualifications: the differentials lead to a PWF of 1.24.
- Levels 2 and 3 practitioner qualifications: the differentials lead to a PWF of 1.60.

With regard to WBL frameworks, decisions on the PWFs need to be considered when work on the other nine areas has been completed.

1 Introduction

1 The Learning and Skills Council (LSC) has identified a need to review the current programme weightings for funding for information and communication technology (ICT) provision. The scope of the review covered ICT within further education (FE), work-based learning (WBL), adult and community learning (ACL) and school sixth forms for 2006/07.

2 Tribal Education was appointed to undertake the review and this report is the outcome.

Background

3 The LSC's funding methodologies have evolved over the last four years from the model developed by the Further Education Funding Council (FEFC). The model seeks to reflect the costs necessarily incurred by providers in the price paid for programmes, and has separate components intended to capture various categories of cost. Because the funding available for provision is always finite the model is concerned to reflect the relativities between programmes, expressed as a series of weightings.

4 The weightings include a programme weighting factor (PWF) which is applied as a multiplier to the basic cost of programmes – the national base rate (NBR) – in order to reflect the relative delivery costs deriving from the nature of different study areas. For instance, the costs of delivering A-level history are acknowledged to be less than delivering engineering or horticultural programmes.

5 This review considers the appropriate levels of funding, as expressed by the PWF, of the broad spectrum of ICT qualifications and courses delivered across the education sector. The learning aims database (LAD) currently lists over 3,000 ICT learning aims, spanning the ICT spectrum from simple text document production to complex digital imaging and engineering software.

6 Historically, the LSC has funded the majority of ICT programmes at the PWF B (1.12) in the FE, schools and ACL sectors. In WBL the majority of ICT frameworks are categorised as engineering with a PWF of 1.5. These weightings were intended to reflect the resource costs of delivering these programmes. This weighting was set in 1993, when institutions wishing to deliver these programmes may have incurred significant equipment costs. In addition, there was a shortage of qualified staff both to maintain equipment and to deliver the learning programmes. There is a need to test how far circumstances might have changed.

Objective of the review

7 The project was to review and examine in detail the current range of academic ICT provision delivered across the education sector including FE, ACL, school sixth forms and WBL. In this context the LSC used the term academic to distinguish the educational uses of ICT from its administrative role, not to exclude vocational provision. A combination of up to 25 FE, ACL, school sixth forms and WBL programmes were to be accessed. The review has evaluated the appropriateness of the programme weighting allocated to the provision and

makes recommendations for any revision of the weightings. Any recommendations are based upon evidenced delivery costs incurred by the specialist nature of the programme.

8 The review identifies the most appropriate options for:

- the range of ICT provision funded by the LSC
- the categories of ICT provision to be funded by the LSC, including a detailed rationale for the categorisation
- the most appropriate programme weighting for the provision.

2 Methodology

9 To date, much of the work done to isolate costs of provision has discovered a paucity of data at the course level. This is largely because providers do not consider there is a need for capturing and monitoring all costs at this level. Indeed, in the schools sector, work on the cost of post-16 provision, as part of Tribal Education's value-for-money benchmarking studies, has revealed a lack of cost analysis even at the level of the pre- and post-16 cohorts.

10 As a result, the approach adopted for this review is a mixture of data collection and analysis, drawing on visits to providers, a comparison of this data with benchmarking data from a larger sample and the use of experts to help in interpretation of outcomes.

11 The methodology was developed to include the following key activities:

- consultation with an expert group
- benchmarking analysis
- costing of a basket of qualifications in FE, ACL and schools
- gathering data on activities and costs in WBL
- reporting.

12 More detail is provided below of the work undertaken in each of the activities.

Consultation with an expert group

13 To provide the opportunity for more widespread input to the review and to allow the findings to be tested with a group of informed stakeholders, an expert group was formed to advise and influence the review. Details of membership can be found at Annex A.

14 The role of the group was to:

- advise and influence the review, through:
  - i focusing on the questions that needed to be considered
  - ii assisting in the interpretation of the findings and agreeing an approach for outliers and unique issues
  - iii determining the implications of the outcomes for each sector
- represent the various sectors' and providers' perspective

- provide access to a wealth of knowledge and experience
- provide contacts and open the doors to providers for the more detailed work.

15 The expert group met twice during the review. The first meeting was at the start of the review and considered a number of key questions.

- Is one PWF right?
- How could the learning aims be categorised to give a more granular PWF?
- What are the key cost drivers for ICT qualifications?
- What would a basket of learning aims include?

16 The second meeting was towards the end of the project where the expert group debated a number of issues coming from the benchmarking and data analysis which would influence the final outcomes. These included the following.

- What is an appropriate standard group size for ICT?
- What are standard lecturer and/or teaching hours per year?
- Do we want to standardise the staff costs?
- What costs should be included to deliver standard good practice ICT qualifications?
- If costs differed between classroom and workshop-based provision, should either prevail?

Benchmarking analysis

17 In order to provide a broader sample against which work with individual providers could be tested, access was obtained (with provider permission) to Tribal Education's benchmarking data sets.

18 Using the methodology established over the last decade for data collection at FE colleges and through interrogation of over 100 data sets and individualised learner records (ILRs) collected in the last two years, key ICT benchmark data was extracted. This included the:

- typical cost of ICT direct teaching staff
- typical cost of ICT teaching support staff
- typical cost of ICT-related course consumables
- total cost of IT support staffing
- total cost of IT consumables and software
- total cost of staff development
- ILR and therefore the total learner guided learning hours by area of learning .

19 The degree of analysis within this work is at the level of area of learning (AoL), not individual qualifications. However, the analysis provided evidence of the financial performance of AoL 6: ICT and allowed comparison with an AoL with a PWF of 1.00. This then supported and provided a focus for the rest of the review.

Costing of a basket of information and communications technology qualifications in further education, adult and community learning and schools

20 Due to the dearth of readily accessible qualification level costing data, and no common agreed format for costing in the FE, ACL and schools sectors, it was necessary to work with providers to gather detailed costing data for the review.

21 Working with the expert group it was agreed that a range of qualifications would be costed across a matrix, representing levels and types of course. The matrix can be seen at Annex B.

22 Over 40 providers across the FE, ACL and schools sectors were approached to provide detailed costing data on the basket of qualifications. Of the 40, 16 agreed to provide data. The list of participants can be seen at Annex C.

23 Each provider was sent a costing proforma spreadsheet to complete (Annex D), with a briefing note. This was followed up by a phone conversation with the costing consultants and site visits to assist in the completion of the proforma. From this exercise, costs were collected for over 80 courses.

24 This data was then cleansed and compared to determine an average cost across each qualification and cell in the matrix. Cost data was also collected for a typical PWF A (1.00) course to benchmark against.

Gathering activity data and costing frameworks in work-based learning

25 Frameworks with the WBL setting currently attract PWF which are different from those for FE, ACL and schools. The delivery of WBL frameworks is very different from most provision in the FE, ACL and schools setting, and as a result a different approach has been taken with WBL providers.

26 A longitudinal study (Wallace, 2006) has been under way for a number of years in the WBL setting looking at the costs and activities that constitute a framework. The approach adopted has been based on an activity costs model that uses data from both activity and costs studies to determine the necessary expenditure for good practice framework delivery. This approach has therefore been used for this study to identify the differential costs for frameworks at Levels 2 and 3 and for user and practitioner frameworks.

27 With this approach providers are taken through a structured interview process which elicits how frameworks are delivered, the average length of time to complete a framework and the time spent on each activity by staff (either one-to-one time or one-to-many). Annex E shows the structured interview form.

28 The data from providers was then tabulated and considered by a WBL expert panel with a membership comprising:

- the sector body responsible for the standards and framework
- good practice providers and provider representatives nominated by the Association of Learning Providers.

29 The panel met to review the data and evidence emerging and discuss issues around good practice models of delivery and assessment requirements. The panel provided quantified and qualified advice to the review on the necessary activity levels consistent with good practice delivery.

30 The agreed data from the providers and expert panel was then costed using cost data gathered through a separate study to reach a cost per framework, which was then converted to a comparable cost per trainee week.

Reporting

31 The outcomes from the previous activities have been drawn together into this report which details:

- the approach
- overview of the benchmarking analysis
- details of the costing activity within the FE, ACL and schools sectors
- details of the structured interviews in the WBL sector
- recommendations and conclusions.

3 Benchmarking Analysis

32 Tribal Education benchmarking provides comprehensive financial and qualitative benchmarking services to the FE sector across the United Kingdom. The comprehensive benchmarking of costs has been taken up by 80 per cent of all UK FE colleges during the 10 years since incorporation.

33 This service analyses over 750 benchmark items across each college. The full service is holistic, based on a full year's results, with the data extracted and verified by benchmarking staff. It uses objective measurements and definitions so that comparisons are meaningful; it covers all income, all costs, all staffing, all salary levels and all support functions, plus measurements of the key elements of the teaching process (course length, class size, teacher utilisation, teacher mix, teacher salaries, consumables, and so on). An important additional part of the work is a separate assessment of each teaching school, faculty or department, with comparisons both internally and externally. From this approach, we are able to derive robust comparative data at a whole college level as well as at a level of individual LSC AoL.

34 Broad baseline comparative data for the purpose of this project was extracted from Tribal Education's benchmarking FE databank. This data was then used to provide comparisons between AoL 6: ICT (PWF 1.12) and AoL 12: Humanities. The results for this analysis are detailed in Tables 3 and 4 and include teaching-related costs together with central costs (IT support, software and consumables, and staff training and development). These results cover FE provision only.

Table 3: Comparison of costs of Information and Communications Technology against Humanities

	ICT	vs.	Humanities
Teaching Department Income / glh	£5.92		£5.21
Teaching Department Costs / glh	£3.70		£3.04
Teaching Contribution (Income - Costs) / glh	£2.22		£2.17
% Teaching Contribution (Contribution / Income)	38%		42%
- Funding Efficiency (£ income / glh)	£6.33		£5.21
- Average Group Size (glh / Taught Hr)	9.7	*(b)*	14.6
- Average Utilisation per Teacher+A42 (Taught hrs / FTE)	860		731
Average Cost per Teacher FTE (£ pa per FTE)	£27,575		£29,485
Direct Teaching			
Direct Teacher Pay Costs (£ / glh)	£3.27		£2.77
- Promoted Staff Cost	£0.40		£0.57
- Lecturer Cost	£1.78		£1.77
- Instructor Cost	£0.64		£0.00
- Hourly Paid / Agency Cost	£0.44		£0.42
Teaching Mix (% of total teachers):-			
- Heads of School / Section	2%		5%
- Curriculum Managers	6%		16%
- Main Grade Lecturers	48%		64%
- Instructors	24%		0%
- Assessors	0%		0%
- Hourly Paid / Agency	20%		15%
Subtotal	100%		100%
Teaching Support			
Support (Academic Technicians)			
Pay Costs (£ / glh)	£0.06		£0.12
Average Cost per FTE	£18,441		£16,963
Admin. / Clerical			
Pay Costs (£ / glh)	£0.17		£0.09
Average Cost per FTE	£17,695		£17,139
Non-Pay Expenditure (£ / glh):-			
Miscellaneous Teaching Income	-£0.01		£0.00
Consumables / Equipment*	£0.21		£0.07
Central Support (Whole College)			
IT Support Staff Costs (£ / glh)	£0.13		£0.13
Computer Software / Consumables (£ / glh)	£0.14		£0.14
Staff Training / Development (£ / glh):-			
- Non-Pay e.g. course costs	£0.08		£0.08
- Pay Costs	£0.04		£0.04
Overall Cost per glh	£4.36	*(a)*	£3.42
Average Cost per glh based on an Average Group Size of 14 ((a) x (b) / 14)	**£3.01**		**£3.56**

Notes:-

Results based on a sample of ICT schools and Humanities schools (defined by having >80% of glh in area 6 and area 12 respectively)
Pay costs indicated include on-costs
Central support costs reflect the typical costs per glh for a non-London, general FE college.
* Not including any hardware expenditure

35 The initial interpretation of the results in Table 3 shows that ICT costs less per student guided learning hour (glh) for an average group of 14 than Humanities. However, from our benchmarking data it is evident that Humanities' utilisation

per teacher of 731 taught hours is less than the average for a general FE college of 780 taught hours. If the Humanities data is revisited based on 780 hours, this reduces the teaching costs by 18p per glh to £3.38 from £3.56. The benchmark results also do not take account of any specific ICT equipment costs related to ICT courses. From our detailed work with providers the average cost per learner glh of IT equipment is around 32p. If this were added to the £3.01 cost per glh for ICT this would bring the cost per glh for an average group of 14 to £3.33.

36 It could therefore be concluded that, from the benchmarking data, there is no significant difference in the cost of AoL 6: ICT when compared to AoL 12: Humanities. This view has been further supported by the work of the Understanding Costs Group set up by the LSC which has also found that average costs for AoL 6: ICT are not significantly different to AoLs with a PWF of 1.00.

37 However, this is based upon the total costs of AoL 6: ICT which is made up of a large array of different courses at different levels, but many of which will be at Levels 1 and 2 for user qualifications. Anecdotal evidence suggests that these qualifications are significantly less expensive to deliver than practitioner and higher level user qualifications. This needs to be explored to determine if a single PWF for this area is not sufficiently granular to reflect the largely differing resource requirements of courses.

38 To ensure direct comparability between the results of our broad analysis above and that illustrated later in this report, we have adjusted the results to show what the equivalent costs would be per taught glh for an average group size of 14. These average group results are illustrated in Table 4.

Table 4: Comparison of costs of Information and Communications Technology against Humanities based on an assumed group size of 14

	ICT	vs.	Humanities
Teaching Department Income / Average Group	£82.93		£72.93
Teaching Department Costs / Average Group	£51.82		£42.56
Teaching Contribution (Income - Costs) / Avg. Group	£31.11		£30.37
% Teaching Contribution (Contribution / Income)	38%		42%
Direct Teaching			
Direct Teacher Pay Costs (£ / Average Group)	£45.79		£38.73
- Promoted Staff Cost	£5.63		£7.96
- Lecturer Cost	£24.99		£24.80
- Instructor Cost	£8.96		£5.93
- Hourly Paid / Agency Cost	£6.21		£0.03
Non-Direct Teaching Support			
Support (Academic Technicians)			
Pay Costs (£ / Average Group)	£0.84		£1.64
Administration / Clerical			
Pay Costs (£ / Average Group)	£2.35		£1.31
Non-Pay Expenditure (£ / Average Group):-			
Miscellaneous Teaching Income	-£0.09		-£0.05
Consumables / Equipment*	£2.93		£0.92
Central Support (Whole College)			
IT Support Staff Costs (£ / Average Group)	£1.76		£1.76
Computer Software / Consumables (£ / Average Group)	£1.89		£1.89
Staff Training / Development (£ / Average Group):-			
- Non-Pay e.g. course costs	£1.09		£1.09
- Pay Costs	£0.59		£0.59

Notes:-

Results based on a sample of ICT schools and Humanities schools (defined by having >80% of GLH in area 6 and area 12 respectively)
Pay costs indicated include on-costs
Central support costs reflect the typical costs per GLH for a non-London, general FE college.
* Not including any hardware expenditure

39 The data in Table 4, whilst an average across the whole of AoL 6, provides a reality check for the individual costs provided by the FE, ACL and schools providers analysed in the next section.

40 Whilst the results from the benchmarking analysis are indicative of the cost of ICT provision against other areas of learning, the methodology employed does not provide a means of a more detailed approach by course level. To this end it was agreed that a range of qualifications would be costed across a matrix, representing levels and types of course.

4 Further Education, Adult and Community Learning and Schools

Introduction

41 The approach adopted for the FE, ACL and schools sectors was to undertake a costing exercise with selected providers, looking at popular ICT courses. The costing exercise provided quantitative evidence of the actual direct expenditure incurred to deliver ICT provision compared to that of qualifications with a PWF of 1.00.

42 Cost data was collected from 16 providers, across over 80 courses. Providers were selected based upon their inspection grades; all had at least a grade 3 for ICT provision. Consideration was also given to:

- ensuring a spread of rural and urban providers
- the size of providers to provide a balance between small, medium and large
- the location of the provider to obtain a reasonable spread across England.

Categorisation of qualifications

43 Each provider was asked to provide cost data for the delivery of a typical course which aligned to the categories of qualifications agreed with the expert group.

44 The decision to categorise the qualifications was based upon the belief that the qualifications available in the ICT area vary significantly in their use of teaching time, hardware and software costs, and thus the PWF may need to reflect this. The categorisation needed to be easily understood by providers, the LSC and other stakeholders. It also needed to be easily applied to all new qualifications as they become approved.

45 A variety of methods for categorisation of qualifications were considered. The expert group, in consultation with the LSC, determined that a split between user and practitioner (a recognised delineation in existing and future qualifications) and by level was the most practical basis for any possible differentiation of programmes. It was also believed that this categorisation would also best demonstrate any significant cost variances.

46 A split this way can easily be applied by the LSC, as all ICT qualifications are flagged by either the user or practitioner label and all have a level. The split can also be easily understood outside the LSC and is not open to subjective criteria which may cloud understanding.

47 With the agreed categorisation, a selection of qualifications was chosen to populate the matrix for providers to cost. The qualifications were based on those with the greatest numbers of learners nationally enrolled on them.

Data collection and cleansing

48 The cost data from each provider was reviewed and analysed to ensure a consistency of approach and to identify and explain any outliers or missing costs.

49 It is clear from the data collected that there is a range of delivery methods, class size and approaches for ICT. Some of these differences are as a result of the type or level of qualification. Others are due to the overall size of the cohort or the ICT infrastructure and learning environment design. These differences were discussed with the expert group and it was agreed that there should be no assumption of a single standard method of delivery at any level. This would ensure that the PWF reflects the potential range of delivery and gives providers the flexibility to run either traditional classrooms or workshop provision to suit the needs of their learners. As a result, we have not smoothed differences in staffing mix and have costs for some courses delivered solely by instructors (for Level 1 and 2 qualifications) as well as by lecturer grades.

50 The data has been cleansed thoroughly to exclude any costs that do not fit the criteria of the sampling exercise, as well as excluding those costs which are provider-specific. However, there are still some qualifications where the costs do not closely match the average.

51 At practitioner Level 2, the providers that used a general national vocational qualification (GNVQ) intermediate level as their sample gave significantly lower costs than those providers that used a certificate for IT practitioners. This differential is mainly attributable to the dramatic rise in equipment costs for delivering the latter programme to meet the need for servers and software development. Further investigation has shown that the certificate for IT practitioners is a very popular course, with nearly 4,000 enrolments in 2004/05 on this qualification and a further 8,000 on similar courses. This accounts for around half of the enrolments at practitioner Level 2. Given the obvious popularity of this qualification it is included in the calculations for the Level 2 practitioner differentials.

52 In agreement with the expert group and to reflect LSC thinking, the average class size for each programme was standardised at 14. However, there were significant variations from this average from different providers at different levels for both user and practitioner qualifications.

53 Certain costs have been excluded from this costing exercise. The assumption has been made that where a cost is incurred by only one or two providers, this has been explored in more detail and decisions made to exclude costs which are unique to certain providers and not a reflection of delivery by the majority. This approach was discussed with and agreed by the expert group.

54 Additionally, certain items of expenditure may be relevant, but it may have been difficult to attach an accurate cost. Examples here could include air conditioning for personal computer classrooms and the additional electricity that such a classroom would use. The cost of installing and maintaining air conditioning is considerable, but for most providers in the sample accurately costing this did not prove to be feasible.

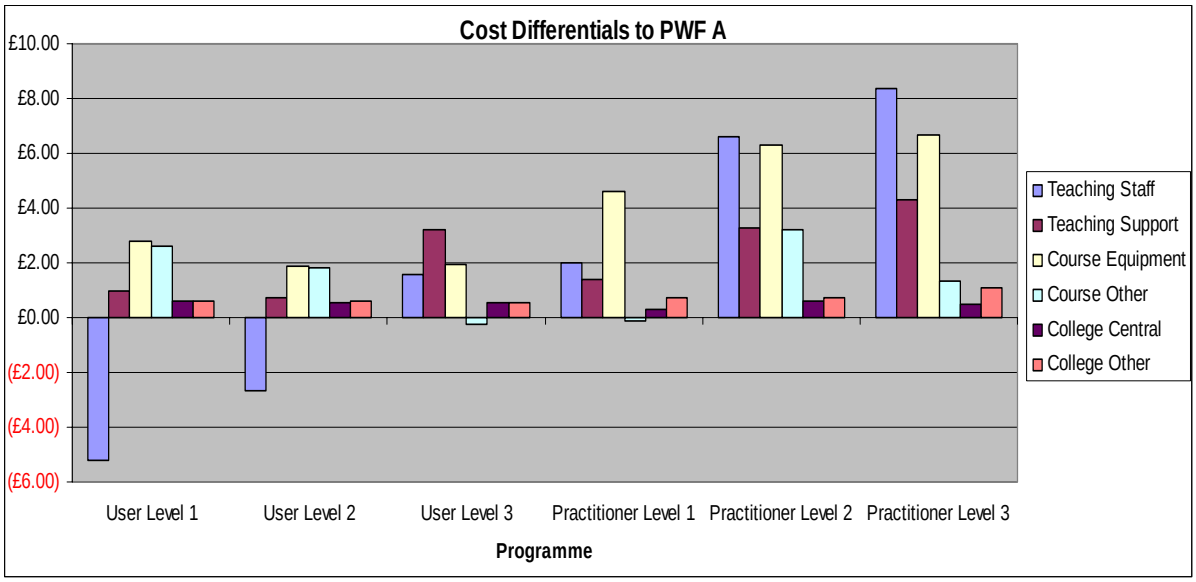
Results

55 This review is clearly focused on cost differentials between different qualification types. The data collected from the providers provides evidence to demonstrate these differentials. Figure 1 shows the split of the differentials by qualification

type across cost type when compared to a PWF A, represented by £0.00 in the figure. What is evident is that:

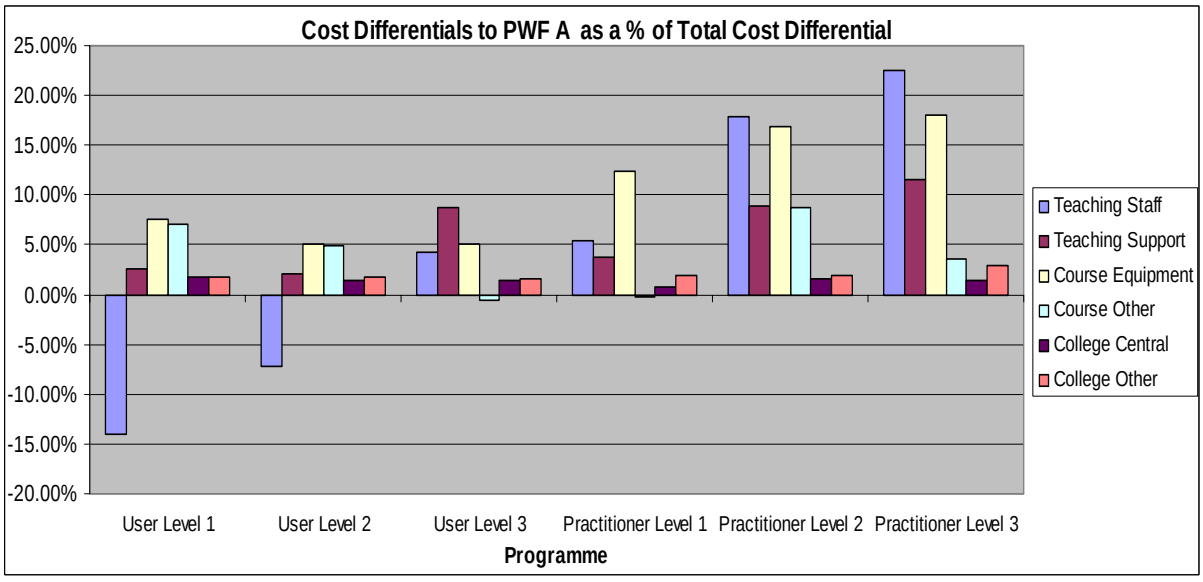
- overall costs increase from user Level 1 through to practitioner Level 3
- within practitioner courses teaching costs become significantly more important at Levels 2 and 3
- course equipment is also significant for all practitioner courses.

Figure 1: Cost differentials to programme weighting factor A



56 Figure 2 provides this same analyis but by percentage of the total cost.

Figure 2: Cost differentials to programme weighting factor A as a percentage of total cost differential



57 Annex F contains a summary, by provider, of the costs per taught glh for each qualification costed.

58 This data has then been used to support the following conclusions and recommendations.

Programme weighting factor A qualifications

59 A sample was taken from each provider, where available, of a typical PWF A qualification. The average of these 14 costings is used as the baseline for the comparison of ICT course delivery costs.

60 The average cost of a PWF A course from this sample was £37.13 per taught glh.

User Level 1 qualifications

61 A total of 12 discrete costings from the providers were obtained for user Level 1 qualifications. These were delivered in a variety of different ways. The impact on the cost analysis of this mode of delivery varies considerably.

62 Where the course is delivered by an instructor grade member of staff, the salary level is considerably lower and as a result the course can often be delivered at a lower cost than the PWF A course. This has the effect of reducing the overall average cost of a user Level 1 programme.

63 The average cost of a user Level 1 course from this sample was £39.75 per taught glh. The additional cost here compared to the PWF A course is therefore +7.06 per cent.

User Level 2 qualifications

64 A total of 14 discrete costings were obtained here. As with user Level 1 qualifications, these were also delivered in a variety of different ways. The impact on the cost analysis of this mode of delivery also varies considerably.

65 The average cost of a user Level 2 course from this sample was £40.08 per taught glh. The additional cost here compared to the PWF A course is therefore +7.95 per cent.

User Level 3 qualifications

66 Again, a total of 14 discrete costings were available here. As opposed to user Levels 1 and 2 qualifications, these were not delivered in such a variety of different ways and the costs therefore are relatively standard across all the providers sampled.

67 It is possible, therefore, that some of the additional costs attached to delivering user Level 3 qualifications when compared to user Levels 1 and 2 relate mainly to their being delivered by lecturer grade members of staff. Some additional staff development and learning materials are also a factor.

68 The average cost of a user Level 3 course from this sample was £44.47 per taught glh. The additional cost here compared to the PWF A course is therefore +19.77 per cent.

Practitioner Level 1 qualifications

69 There were eight discrete costings from the providers for these qualifications. The GNVQ foundation ICT programme was the most popular choice of sample

from these providers. Typically, the ACL providers did not deliver much in the way of practitioner level qualifications.

70 There was generally some element of additional resources involved in delivering a practitioner course, even at Level 1. This pushed up the overall cost of running the course.

71 The average cost of a practitioner Level 1 course from this sample was £46.02 per taught glh. The additional cost here compared to the PWF A course is therefore +23.94 per cent.

Practitioner Level 2 qualifications

72 Similarly to the practitioner Level 1 qualifications, the GNVQ intermediate ICT programme was the most popular choice by the providers for a practitioner Level 2 course for the purpose of this sample.

73 There was more variation between the cost differentials at practitioner Level 2 with the more hardware-intensive programmes tending to carry higher resources and set-up costs, as discussed previously. This will have affected the overall percentage.

74 Costings for 10 qualifications were included in this sample.

75 The average cost of a practitioner Level 2 course from this sample was £59.62 per taught glh. The additional cost here compared to the PWF A course is therefore +60.57 per cent.

Practitioner Level 3 qualifications

76 There was a good variety of programmes selected by the providers for their sample of a practitioner Level 3 qualification; 16 qualifications were costed.

77 There was more consistency between the providers at practitioner Level 3 than at practitioner Level 2 and the average obtained was more representative of the overall sample.

78 The higher costs were reflected in the main by the very high cost of adequately resourcing these Level 3 programmes with both materials and equipment, whether the course is hardware-focused or software-focused.

79 The average cost of a user Level 3 course from this sample was £59.43 per taught glh. The additional cost here compared to the PWF A course is therefore +60.06 per cent.

Conclusions

80 The results show that across the levels and types of provision there is a wide variety of cost differentials, due to the resource needs of the different ICT courses. These differentials are not currently reflected in a single PWF of 1.12.

81 The differentials are summarised in Table 5.

Table 5: Summary of qualification cost differentials and programme weighting factors

		Differential cost per taught glh compared to PWF 1.00 courses	Programme weighting
User	Level 1	£2.62	1.0706
	Level 2	£2.95	1.0795
	Level 3	£7.34	1.1977
Practitioner	Level 1	£8.89	1.2394
	Level 2	£22.49	1.6057
	Level 3	£22.30	1.6006

5 Work-based Learning

Introduction

82 The approach taken in costing WBL has been described in outline at paragraphs 25 to 30 of this report, where the reasons for applying a different costing method to that employed in FE, ACL and schools were explained. The structured interviews with providers were aimed at obtaining evidence of activities actually practiced and the time devoted to those activities within a framework. Questions therefore covered the framework adopted, its mode of delivery and detailed discussion around the activities within the framework delivery.

83 Providers were representative of good practice in that they were selected on the basis of their inspection reports. They ranged from a small private provider in the north of England to a large charitable organisation in the centre of London. Interviews were conducted during visits to centres, where it was possible to view facilities, and by one telephone interview. The interviews were recorded on a standard form.

Analysis of provider interviews and work-based learning expert panel views

84 A general analysis would be that providers had similarities and differences. The similarities, as may be expected, related to the mode of delivery which is predominantly in the work place after a period of induction at the provider centre. National vocational qualifications (NVQs) are delivered by the assessors assessing and supporting learners, who gain skills through their work and by progressing through workbooks and other materials. All providers have assessment, mentoring, review and quality assurance processes.

85 Some of the differences relate to the time devoted to activities. Some providers recruit learners who are already employed so that time in the centre for initial interview assessment and induction is quite short, often a few days. In other examples, learners start with the provider as unemployed and progress to employed status as part of the process. This may take as long as three months but in this exceptional case there may be other funding available for the charity provider.

86 Another difference is the way some activities are organised. Employer engagement and marketing is sometimes the responsibility of a centre manager, while other providers rely on external marketing consultants, who are paid finders fees, and on their own assessors.

87 All providers stated that the time spent on delivering a programme depends on the individual learner, and all emphasised that the learner will receive the support they need. The programmes could therefore be viewed as an envelope of activities, some taking longer or shorter than others, but within a standard format laid down by each provider.

88 The providers recognised the activities described in the structured interview form and could quantify them in terms of time devoted to each. The WBL expert panel was able to agree that these were the key activities within the delivery of the framework and could distinguish the variables influencing these activities. As a result, it was possible for the WBL expert panel to compare the results of the interviews with standard activity times established earlier by the group. This enabled an updating of the standard times (Annex G provides a summary of this).

89 The WBL expert panel was able to agree standard times for activities which were within the parameters of the results obtained from the provider interviews. For example, NVQ work-based assessment and support for a user Level 2 framework was considered by the providers to take between 5.5 and 10 days. The panel thought that in a commercial organisation the lower result was more realistic and agreed on a revised time of six days.

90 In all instances, no specific time was identified for pastoral care. It was recognised by the providers and WBL expert panel that this was important and universally present but was not easily separable to specific frameworks as support was on an individual student basis.

91 Guided learning activity over and above the technical certificate element of some frameworks was minimal and was identified mainly for portfolio-building skills. Marketing and employer engagement activities varied in cost between providers. It was considered best to cost this on a commercial basis as a proportion of funding that would reasonably be spent. Finally the WBL expert panel recognised that there were differences in the registration fees of different awarding bodies within the frameworks. It was agreed to collect data on registration fees, and this has been done.

92 One specific issue discussed by both the WBL expert panel and the overall expert group was additional glh for the NVQ Level 3 IT practitioner framework. One provider at the WBL expert panel reported the need for additional work to bring learners up to an employable standard. This was undertaken by delivering 90 glh for each leaner to attain a City and Guilds 762 IT diploma qualification, in addition to the technical certificate. The overall expert group decided that this was exceptional, and was not part of the framework so should not be included.

93 The WBL expert group also identified a ‘super user’ or ‘ITQP’ route for learners, where an ITQ is the NVQ for IT Users and the ITQP could be defined as ‘an ITQ with a practitioner element’. This is designated as a Level 3 IT user framework, but because of the flexibility of ITQ, some learners choose modules which are

significantly weighted towards practitioner skills, with the additional costs these incur. As a result, these learners are currently funded through the IT user framework, but the costs are more aligned to a practitioner framework. The WBL expert panel collected data on this, and this has been analysed and costed. However, this is not a separately recognised framework by E-Skills or the LSC and thus at this time there is no mechanism for funding these learners separately.

94 The WBL expert group, while accepting the methodology described above, expressed an interest in the absolute costs of frameworks. Work on standard costs of frameworks is still developing for the vocational sectors and the work reported for this study is confined to looking at the major costs generating differentials between the sector frameworks.

Costing of activities and comparison to benchmark (retail)

95 In parallel, but to a longer timescale, work is being undertaken to review 10 other WBL areas using this methodology. On completion of this work all 11 areas will be capable of comparison and differentials identified. At this point only the work on retail frameworks has been competed. Therefore, ICT is compared to retail as the benchmark; the outcomes when all 11 areas are complete may be different.

96 Retail currently has a PWF of 1.2; therefore the differentials need to be increased by a factor of 1.2 to be comparable with a framework with a PWF of 1.00.

97 The costings for all levels for both retail and ICT have been equalised on a programme length of 54 weeks because it is the NBR which reflects the resourcing for the programme length not the programme weighting. The programme length for ICT practitioner Level 3 has been assumed to be the same as the advanced retail, at 96 weeks based on 24 months, and at 90 weeks for the ICT super user programme. A summary of the outcomes of the costings are at Annex H.

Results

98 The costings show the following.

- The Apprentice level ICT user differs only slightly from the Apprentice level retail by a factor of 1.01. This would indicate that the Apprentice level ICT user should have a programme weighting of 1.21.
- The Apprentice level ICT practitioner is more costly than the Apprentice level retail by a factor of 1.27. This takes the practitioner programme into a programme weighting of 1.52.
- The Advanced Apprenticeship ICT user is only slightly more costly than the Advanced Apprenticeship retail by a factor of 1.04. This would indicate that the Advanced Apprenticeship ICT user should have a programme weighting of 1.25.
- The Advanced Apprenticeship level ICT practitioner is more costly than the Advanced Apprenticeship retail by a factor of 1.22. This takes the practitioner programme into a programme weighting of 1.46.

Conclusions

99 The results show that there are cost differentials between the types and levels of frameworks within ICT.

100 When compared to retail, ICT assessor salaries are higher and this makes the framework more costly at the Apprentice level, despite the fact that more time is devoted to the retail learner at the advanced level.

101 The actual final differentials between ICT and other areas will need to be considered when all 11 frameworks have been reviewed.

6 Conclusions and Recommendations

Conclusions

102 The benchmarking analysis of 60 FE colleges demonstrates that the overall costs for AoL 6: ICT are similar to that of AoL 12: Humanities, which attracts a current PWF of 1.00. However, anecdotal evidence suggests that this masks issues around the cost of delivery of different levels and types of ICT courses.

103 The analysis of qualification costs within FE, ACL and schools shows that across the levels and types of provision there is a wide variety of cost differentials due to the resource needs of the different ICT courses. These differentials are not currently reflected in a single PWF of 1.12. The differentials were summarised in Table 5.

104 For WBL frameworks, the results show that there are cost differentials between the types and levels of frameworks within ICT.

105 When compared to retail, ICT assessor salaries are higher and this makes the framework more costly at the Apprentice level. This is despite the fact that more time is devoted to the retail learner at the advanced level.

106 The differentials are summarised in Table 6.

Table 6: Summary of work-based learning cost differentials

	Differential to retail (PWF 1.20)	**Differential to a 1.00 PWF**
Apprentice level ICT user	1.01	1.21
Apprentice level ICT practitioner	1.27	1.52
Advanced Apprenticeship ICT user	1.04	1.25
Advanced Apprenticeship ICT practitioner	1.22	1.46

107 The actual final differentials in WBL will need to be considered when all 11 areas have been reviewed.

Recommendations

108 The current PWF for ICT courses does not seem to be appropriate for all FE, ACL and schools provision. The cost data collected indicated that there are differences in cost at different levels of qualification and when user and practitioner qualifications are compared. These differences are derived from a variety of differentials:

- equipment costs and consumables

- staff salaries
- staffing mix.

109 In the light of the findings of this study, a revision of PWF should be considered. The differentials identified in this study would appear to relate to the delivery of the various qualifications and thus are valid programme weighting factors. On this basis the findings indicate the following differences.

- Levels 1 and 2 user qualifications: the differentials lead to PWFs close to 1.07 and 1.08 respectively
- Level 3 user qualifications: the differentials lead to PWF close to 1.20
- Level 1 practitioner qualifications: the differentials lead to a PWF of 1.24
- Levels 2 and 3 practitioner qualifications: the differentials lead to a PWF of 1.60.

110 With regard to WBL frameworks, decisions on the PWFs need to be considered when work on the other nine areas has been completed.

Annex A: Expert Group Membership

Project expert group

Alan Clarke	National Institute for Adult Continuing Education (NIACE)
Christine Sanderson	E-Skills
Ben Sweetman	E-Skills
Robert Russell	Association of Colleges (AoC)
Steven Davies	Becta
Stewart Segal	Association of Learning Providers (ALP)
Nick Linford	Lewisham College
John Bolt	LSC
Jonathan Dalton	LSC
Alex Cook	LSC
Mark Wisdish	LSC

Work-based learning expert panel

Christine Sanderson	E-Skills
Stewart Segal	Association of Learning Providers (ALP)
Meg Kent	Training for Tomorrow
Julie Craddock	Henley College
Alex Cook	LSC
Mark Wisdish	LSC

Annex B: Matrix of Qualifications to be Costed

	Level 1	Level 2	Level 3
User	Certificate for IT Users (ECDL Part 1) Certificate for IT Users (New CLAIT) NVQ for IT Users (ITQ) Key Skills in Information and Communication Technology - Level 1	Certificate for IT Users (CLAIT Plus) Certificate for IT users (ECDL Part 2) NVQ for IT Users (ITQ) Key Skills in Information and Communication Technology - Level 2	Certificate for IT Users (CLAIT Advanced) NVQ for IT Users (ITQ) Key Skills in Information and Communication Technology - Level 3
Practitioner	GNVQ in Foundation Information and Communication Technology	GNVQ in Intermediate Information and Communication Technology Certificate for IT Practitioners (ICT Systems Support)	GCE A Level Computing GCE AS Level Computing Advanced VCE in Information and Communication Technology Advanced Diploma for IT Practitioners (ICT Systems Support) National Diploma for IT Practitioners (General)

Annex C: Providers Consulted

Schools

Maidstone Grammar School, Kent

Gryphon School, Dorset

Adult and community learning providers

Bromley Adult Education College

Hillingdon Adult Education College

Mid Essex Adult Community College

Sixth form colleges

Bolton Sixth Form College

The College of Richard Collyer

General further education colleges

City College, Birmingham

City College, Norwich

City of Bristol College

City of Sunderland College

Dewsbury College

Dudley College

Leeds College of Technology

Lewisham College

Solihull College

Work-based learning providers

Future-Wize

ITEC North East Limited

Notting Dale Technology Centre

Annex D: Costing Proforma for Further Education, Adult and Community Learning and Schools

ICT COURSE COSTING

PROVIDER NAME	Provider X
COURSE NAME:	User Level 2 Course

SUMMARY SHEET

	£ COST/ GLH	£ COST/ L/GLH
COURSE SPECIFIC COSTS		
1. DIRECT TEACHING STAFF COSTS	39.64	2.83
2. TEACHING SUPPORT STAFF COSTS	0.00	0.00
3. COURSE EQUIPMENT COSTS	0.65	0.05
4. COURSE OTHER COSTS	0.46	0.03
TOTAL COURSE SPECIFIC COSTS	40.75	2.91
COLLEGE DERIVED COSTS		
5. COLLEGE CENTRAL COSTS	1.94	0.14
6. COLLEGE OTHER COSTS	0.10	0.01
TOTAL COLLEGE DERIVED COSTS	2.04	0.15
TOTAL COURSE COSTS	**42.79**	**3.06**

ICT COURSE COSTING

PROVIDER NAME	Provider X

COURSE NAME:	User Level 2 Course

For staff costs for this GROUP only

1. DIRECT TEACHING STAFF COSTS

This form main grade lecturers and teachers, hourly paid teachers, instructors and assessors, and agency lecturers/teachers

Name of staff member	Hours Taught	Hours Contract	£ Salary / Rate	£ Cost
FULL TIME/FRACTIONAL STAFF				
LECTURER GRADE				
Tutor 1	84	864	34251	3329.96
INSTRUCTOR/ASSESSOR GRADE				0
				0
PART TIME				
LECTURER GRADE				0
				0
				0
				0
INSTRUCTOR/ASSESSOR GRADE				
				0
				0
				0
				0
TOTAL	84			3329.96

COST PER GUIDED LEARNING HOUR	39.64
PLANNED GROUP SIZE	14
COST PER LEARNER PER GUIDED LEARNING HOUR	2.83

ICT COURSE COSTING

PROVIDER NAME	Provider X

COURSE NAME:	User Level 2 Course

For staff costs for this GROUP only

2. DIRECT TEACHING SUPPORT STAFF COSTS

Name of staff member		Hours Support	Hours Contract	£ Salary/Rate	£ Cost
FULL TIME/FRACTIONAL STAFF					0
					0
					0
					0
					0
					0
					0
					0
PART TIME					0
					0
					0
					0
					0
					0
					0
					0
					0
TOTAL		0			0.00

COST PER GUIDED LEARNING H	0
CLASS SIZE	14
COST PER LEARNER PER GUIDED LEARNING HOUR	0.00

ICT COURSE COSTING

PROVIDER NAME	Provider X

COURSE NAME:	User Level 2 Course

For costs for this GROUP only

3. COURSE EQUIPMENT COSTS

For equipment purchased specifically for this course AND NOT USED BY ANY OTHER

		Total Cost £	Years of Life	Number of Groups	Annual Cost £
SOFTWARE (eg specific course related programs, licences and manuals)					
					0
					0
					0
					0
HARDWARE (eg special pcs and set ups)					
PCs PURCHASED SPECIFICALLY FOR THIS COURSE					
OTHER SPECIALIST HARDWARE					
					0
USAGE OF GENERAL IT EQUIPMENT AS % OF GROUP					
GLH	% USAGE 100				
NUMBER OF PCs IN ALLOCATED ROOM	16				
SPECIFIC COURSE CONSUMABLES (where known)					
(e.g. course materials for learners)					
Floppy Disks		5	1	1	5
Paper		5	1	1	5
Toner		25	1	1	25
Folders		20	1	1	20
					0
					0

TOTAL	55
GUIDED LEARNING HOURS	84
CLASS SIZE	14
COST PER GLH	0.65
COST PER LEARNER PER GLH	0.05

ICT COURSE COSTING

PROVIDER NAME	Provider X

COURSE NAME:	User Level 2 Course

For costs for this GROUP only

4. COURSE OTHER COSTS

For costs incurred specifically for this course AND NOT USED BY ANY OTHER

EXAMPLES could include specific course related staff training software development, other set up costs and any course specific costs not included anywhere else

	Cost £
Staff Training	38.89

TOTAL	38.89
GUIDED LEARNING HOURS	84
CLASS SIZE	14
COST PER GLH	0.46
COST PER LEARNER PER GLH	0.03

ICT COLLEGE COSTING

PROVIDER NAME	Provider X

Whole college costs

5. COLLEGE IT SUPPORT STAFF COSTS

For general computer support(eg technicians, help desk,network support, technician manager) and IT/Network management

Name of staff member	Hours	£ Rate	£ Cost
FULL TIME/FRACTIONAL STAFF			
PART TIME			
Use PC Hour Calculation	84	1.94	162.96
TOTAL			**162.96**

Total No. of PCs in College	**N/A**
No. of PCs in Academic Areas	**N/A**
No. of PCs in Non-Academic Areas	**N/A**
Course GLH	**84**
Cost of IT Support per GLH	**£1.94**
Cost per Learner per GLH	**£0.14**

GUIDE TO USING COSTING SHEETS

1. DIRECT TEACHING STAFF COSTS

HOURS: Hours spent by member of staff on this course only

CONTRACT: Total annual contracted teaching hours of staff member

SALARY: Annual salary for salaried staff, including employer's pension and NI
or
Part time hourly rate of pay

2. TEACHING SUPPORT STAFF COSTS

GUIDE

HOURS: Hours spent by member of staff on this course only

CONTRACT: Total annual contracted hours of staff member

SALARY: Annual salary for salaried staff, including employer's pension and NI
or
Part time hourly rate of pay

3. COURSE EQUIPMENT COSTS

GUIDE

For hardware and software indicate the useful life of the equipment

4. COURSE AND COLLEGE MANAGEMENT COSTS

These are important costs for the college but have been excluded here on the assumption that there is no significant difference in costs between management of ICT courses and any other course. If there is felt to be a significant difference please indicate on form 4 COURSE OTHER COSTS

6. COLLEGE IT SUPPORT STAFF COSTS

GUIDE

HOURS: Hours employed

RATE: Hourly rate of pay

COST: Annual salary for salaried staff, including employer's pension and NI

7. COLLEGE ACCOMMODATION COSTS

It has been assumed that accommodation costs for ICT are the same as for any other course Class size is accounted for in the costing sheets, as are costs of kitting out premises. If there are any specific extra accommodation related costs incurred by running ICT courses please include in COLLEGE OTHER COSTS. (Note that a specific allowance for increased electicity costs will be made to your course costs)

Annex E: Structured Questionnaire for Work-based Learning Providers

Provider Details

Provider		UPIN	
Contact		Date	
Email			

Framework

Framework			
Sector code		Level	

Provider Characteristics

Type			
Inspection Re-inspection		Grade Grade	
Success rate			

Comments on the Model of Delivery

Comments to clarify the delivery arrangements

NVQ Support and Assessment

Comments to clarify the assessment arrangements and activity levels

Activity Levels

Planned time to complete (weeks)		LSC data is available in actual and planned time to complete at NVQ and framework level
Visits – (total number of visits)		An estimate of the number of visits for the duration of the framework to assess, support and mentor learners and including internal verification
Visits – (length of visit – fraction of a day)		To include travel time, visit time and time to complete documentation
Assessor caseloads for full-time equivalent (FTE) assessors		

Guided Learning – Technical Certificate and Key Skills Training

Model of delivery for technical certificates and key skills

Planned Guided Learning Hours

Technical certificate	
Guided learning hours	

Key Skills Training

Key skills units		Planned guided learning hours

Employment Rights and Responsibilities

Please outline and how employment rights and responsibilities are delivered		
Guided learning hours		Planned guided learning hours

Other Guided Learning

This could include NVQ support activities such as portfolio-building or sector-specific additional training over and above the training included in the technical certificate and key skills allocations. This is not intended to include training provided on the job.

Please outline and describe the other training provided

Guided learning hours [ ] Planned guided learning hours

Marketing and Recruitment

An overview of activities around marketing and recruitment

Estimated Costs of Marketing per Learner

A broad *estimate* of the costs of marketing and recruitment **per learner** [ ]

Any supporting data and evidence to support this estimate

Employer Engagement

An overview of activities around employer engagement

Estimated Costs of Employer Engagement per Learner

A broad *estimate* of the costs of employer engagement **per learner**	

Any supporting data and evidence to support this estimate

Entry including interview, assessment and induction

An overview of the entry arrangements and activities

Activity levels

Interview (days)		The time taken to interview a learner on entry expressed as a part of a day – example 0.25 days
Initial assessment (days)		The time taken for basic or key skills assessment and other assessment activity expressed as part of a day

Assessment group size		The number of learners in the assessment group
Induction (days)		The total number of days of induction activity that may take place over an extended period – so for example four half-days over a six-week period would be two days in total
Induction group size		The number of learners in the induction group
Workplace induction (days)		The time taken in the workplace on a one-to-one basis as part of induction programme expressed as a part of day

Regular Review

Comments to clarify the review arrangements and activity levels

Activity Levels for Regular Review

Planned time to complete framework (weeks)		LSC data is available in actual and planned time to complete at NVQ and framework level
Planned review visits – (total number of visits)		An estimate of the number of visits for the duration of the framework to review progress and update the learning plan
Estimated visit length		To include travel time, visit time and time to complete documentation
Regular review caseloads		

Annex F: Summary Data from Costing Exercise with Further Education, Adult and Community Learning and Schools

Provider / Course Name	PWF A	User			Practitioner		
	1.00	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Provider A							
ICT Practitioner							48.29
Provider B							
Diploma in Book-keeping	25.42						
Certificate for IT Users (ECDL Part 1)		27.99					
Certificate for IT Users (ECDL Part 2)			27.64				
Certificate for IT Users (ECDL Advanced)				29.22			
E-Digital Competence Certificate (NIAT)					44.32		
Provider C							
Certificate for IT Users (New CLAiT)		35.52					
Certificate for IT Users (CLAiT Plus)			34.27				
Certificate for IT Users (CLAiT Advanced)				32.85			
BTEC Introductory Diploma for IT Practitioners					46.99		
BTEC First Diploma for IT Practitioners						46.09	
BTEC National Certificate for IT Practitioners							47.34
Provider D							
BTEC Introductory Diploma in Retail	42.8						
Certificate for IT Users (New CLAiT)		32.82					
Certificate for IT Users (CLAiT Plus)			34.86				
Key Skills in Information & Communication Technology Level 3				53.4			
GNVQ Foundation Information & Communication Technology					49.27		
GNVQ Intermediate Information & Communication Technology						47.99	
BTEC National Diploma for IT Practitioners							57.08
Provider E							
Certificate in Administration	37.31						
ECDL 1		22.59					
NVQ IT 2			31.19				
CLAIT Advanced				44.87			
GNVQ Intermediate						60.85	
Advanced Diploma in ICT Practitioners(IT Support)							53.93
ND IT Practitioners							58.29
Provider F							
GNVQ Intermediate Business	43.65						
Certificate for IT Users (New CLAiT)		43.50					
Certificate for IT Users (CLAiT Plus)			35.47				
Certificate for IT Users (CLAiT Advanced)				64.99			
GNVQ Foundation					49.57		
Certificate for IT Practitioners						99.60	
AVCE in Information & Communication Technology							69.36
Provider G							
AS-Level English Language	39.39						
RSA Word Processing		47.93					
Key Skills in Information & Communication Technology Level 2			47.12				
Key Skills in Information & Communication Technology Level 3				47.12			
GNVQ Intermediate in Information & Communication Technology						41.00	
AS-Level Information & Communication Technology							41.83
Provider H							
BNC in Business	46.30						
Certificate for IT Users (New CLAiT)		64.30					
Certificate for IT Users (ECDL Part 2)			59.41				
GNVQ Foundation in Information & Communication Technology					55.85		
GNVQ Intermediate in Information & Communication Technology						59.70	
AVCE in Information & Communication Technology							91.95
Advanced Diploma for IT Practitioners							88.14
Provider I							
GCE Applied A Level Mathematics	34.75						
Certificate for IT Users (New CLAiT)		52.07					
Certificate for IT Users (CLAiT Plus)			66.80				
Key Skills in Information & Communication Technology Level 3				49.71			
GNVQ Foundation in Information & Communication Technology					38.43		
Certificate for IT Practitioners						86.26	
GCE Applied A Level							53.69

Provider / Course Name	PWF A	User			Practitioner		
	1.00	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
Provider J							
GCE A Level Music	41.95						
GCSE Computer Science			36.26				
ECDL Part 2			44.48				
AVCE Computer Science				44.46			
GCE Applied A Level				43.06			
Oracle Academy							53.78
Provider K							
Certificate in Bookkeeping (Level 1)	23.70						
Certificate for IT Users (ECDL Part 1)		26.73					
Certificate for IT Users (ECDL Part 2)			25.54				
Certificate for IT Users (ECDL Advanced)				27.53			
Provider L							
GNVQ Intermediate in Business	39.44						
GNVQ Foundation Information & Communication Technology					40.57		
GNVQ Intermediate Information & Communication Technology						47.74	
National Diploma for IT Practitioners							51.6
Provider M							
AS - Level Business Studies	39.23						
Certificate for IT Users (ECDL Part 1)		43.45					
Certificate for IT Users (ECDL Part 2)			42.79				
GNVQ Intermediate in Information & Communication Technology						63.8	
National Diploma for IT Practitioners							77.14
Provider N							
A-Level English Language	40.54						
A-Level Computing				54.82			
International Baccalaureate Computing				56.28			
A-Level Information & Communication Technology							56.77
International Baccalaureate Information & Communication Technology							58.47
Provider O							
GCSE English	23.18						
Certificate for IT Users (ECDL Part 1)		27.69					
Certificate for IT Users (CLAiT Plus)			28.23				
Certificate for IT Users (ECDL Advanced)				30.90			
Provider P							
National Diploma in Business	42.14						
Certificate for IT Users (ECDL Part 1)		52.41					
Certificate for IT Users (ECDL Part 2)			47.03				
Certificate for IT Users (CLAiT Advanced)				43.31			
GNVQ Foundation in Information & Communication Technology					43.16		
BTEC First Diploma in Information & Communication Technology						43.17	
National Diploma in Information & Communication Technology							43.16
	519.80	**477.00**	**561.09**	**622.52**	**368.16**	**596.20**	**950.82**
	14.00	**12.00**	**14.00**	**14.00**	**8.00**	**10.00**	**16.00**
	37.13	**39.75**	**40.08**	**44.47**	**46.02**	**59.62**	**59.43**
		7.06%	**7.95%**	**19.77%**	**23.94%**	**60.57%**	**60.06%**

Annex G: Summary Activity Data from Work-based Learning Providers

Activities Summary – NVQ Level 2 IT User

Activity	Panel advice last year	Provider 1	Provider 2	New panel advice
Learning aim activity				
NVQ work-based assessment and support	7 days	5.5 days	10.5 days	6 days
Internal verification				1.5 days[1]
Additional guided learning	7.5 hours	9 hours	4 hours	7.5 hours
Apprenticeship activity				
Regular review		1 day	1 day	1.5 days
Pastoral support				- [2]
Entry activities one-to-one	2.5 days	2 days	2 days	2.75 days[3]
Entry activities guided learning	7.5 hours	0	0	0
Marketing and recruitment		£150 per learner	£450 per learner	5% of funding
Employer engagement		0	£400 per learner	5% of funding

Apprenticeship costs				
Registration and certification				

Notes:
The following additional statistics were agreed:

- *Duration of a completed framework – 54 weeks*
- *Caseload for assessors – 30 learners.*

1 Based upon each learners work being internally verified three times across the duration of framework, plus time for external verification.
2 No separate time was identified for pastoral support as the time spent by learning mentors when averaged across all learners was relatively small.
3 Includes time for indication of expert witnesses, averaged across all learners at 0.25 of a day.

Activities Summary – NVQ Level 3 IT User

Activity	Panel advice last year	Provider 1	Provider 2	New panel advice
Learning aim activity				
NVQ work-based assessment and support				7.5 days
Internal verification				1.5 days[1]
Additional guided learning				7.5 hours
Regular review				2.5 days
Pastoral support				-[2]
Entry activities one-to-one				2.75 days[3]
Entry activities guided learning				0

Marketing and recruitment				5% of funding
Employer engagement				5% of funding
Apprenticeship costs				
Registration and certification				

Notes:
The following additional statistics were agreed:

- *Duration of a completed framework – 72 weeks*
- *Caseload for assessors – 30 learners*

1 Based upon each learner's work being internally verified three times across the duration of framework, plus time for external verification.
2 No separate time was identified for pastoral support as the time spent by learning mentors when averaged across all learners was relatively small.
3 Include time for indication of expert witnesses, averaged across all learners at 0.25 of a day.

Activities Summary – NVQ Level 2 IT Practitioner

Activity	Panel advice last year	Provider 1	Provider 2	New panel advice
Learning aim activity				
NVQ work-based assessment and support				7.5 days
Internal verification				1.5 days[1]
Additional guided learning				7.5 hours
Regular review				2.5 days

Pastoral support				-[3]
Entry activities one-to-one				3 days[4]
Entry activities guided learning				
Marketing and recruitment				5% of funding
Employer engagement				5% of funding
Apprenticeship costs				
Registration and certification				

Notes:
The following additional statistics were agreed:

- *Duration of a completed framework – 72 weeks*
- *Caseload for assessors – 30 learners.*

1 Based upon each learner's work being internally verified three times across the duration of framework, plus time for external verification.
2 No separate time was identified for pastoral support as the time spent by learning mentors when averaged across all learners was relatively small.
3 Includes time for indication of expert witnesses, averaged across all learners at 0.25 of a day, plus additional time required to cover some health and safety aspects.

Activities Summary – NVQ Level 3 IT Practitioner

Activity	Panel advice last year	Provider 1	Provider 2	New panel advice
Learning aim activity				
NVQ work-based assessment and support	12 days		18 days	15.25 days
Internal verification				1.5 days[1]

Additional guided learning				90 hours[2]
Apprenticeship activity				
Regular review			2 days	3 days
Pastoral support				-[3]
Entry activities one-to-one	2 days		2 days	3 days[4]
Entry activities guided learning	7.5 hours		0	
Marketing and recruitment			£450 per learner	5% of funding
Employer engagement			£400 per learner	5% of funding
Apprenticeship costs				
Registration and certification				

Notes:
The following additional statistics were agreed:

- *Duration of a completed framework – 146 weeks*
- *Caseload for assessors – 30 learners.*

1 Based upon each learner's work being internally verified three times across the duration of framework, plus time for external verification.
2 Covers 16-year-old students who have to undertake an initial qualification (like City and Guilds 762 – IT diploma prior to them being employable as an Apprentice in the industry and which is not covered by the technical certificate), for those not undertaking this the hours are used to do one-to-one training throughout the framework.
3 No separate time was identified for pastoral support as the time spent by learning mentors when averaged across all learners was relatively small.
4 Includes time for indication of expert witnesses, averaged across all learners at 0.25 of a day, plus additional time required to cover some health and safety aspects.

Annex H: Summary Cost Information for Work-based Learning Frameworks

Comparison of activity costs of ICT and Retail Frameworks	ICT USER	ICT PRACTR	RETAIL	Ratio USER	Ratio PRACTR	Ratio*1.2 USER	Ratio*1.2 PRACTR
APPRENTICESHIP LEVEL	1677.26	2108.10	1661.19	1.01	1.27	1.21	1.52
ADVANCED APPRENTICESHIP	1507.07	1769.74	1452.02	1.04	1.22	1.25	1.46
ITQP "SUPER" USER	1845.52		1452.02	1.27		1.53	

Annex I: References

Wallace, M, 2006, 'Funding Good Practice in Work Based Learning'. Information from this report will be included within the LSC publication of *Requirements for Funding Work-based Learning for Young People 2006/07.*

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Publication reference LSC-P-NAT-060122